

DESIGNING A JOB ROTATION FRAMEWORK

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International Business
Bachelor's Thesis
Thesis Supervisor: Jacek Mirónski
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Objectives

The main objectives of this study were to acquire a comprehensive understanding of job rotation and its practices, design a job rotation framework to offer guidance for organizations and to modify the framework based on interview results.

Summary

Job rotation as an HR method has received considerably much attention during the past few decades. However, the literature results are scattered, and their implications are rarely interpreted in a practical way. This has resulted in situation where acquiring a holistic understanding of job rotation is challenging and often time consuming. To address this research gap, a job rotation framework was created based on prior literature findings and developed further with the feedback collected from HR professionals.

Conclusions

The interviews revealed the Job Rotation Framework addresses the most relevant aspects of job rotation and helps the user to consider the concept from various viewpoints. The utility of the framework lies mostly in its guiding function. The framework was found to be useful as an initial tool for creating a job rotation program, but its suggestions should not be adopted without considering the organizational environment in question.

Key words: job rotation, job design, personnel management, learning, employee motivation

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- Interview on the Job Rotation Framework
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1 INTRODUCTION

1.1 Background

The increasing competition in today's business environment has required companies to evolve their tactics and ways of operating. New competitors enter constantly across all industries, the needs and demands of markets shift continuously and new innovations might substitute your products or services tomorrow. To be able to survive – and compete – in this unpredictable and ruthless environment, businesses have needed to become extremely flexible. What businesses have only recently come to realize is that organizational flexibility is created by having flexible employees. To address this issue, different human resource practices and job designs have emerged, and they have also been increasingly examined by scholars. Job rotation is one of these job designs that has evoked more interest among businesses throughout the years. Rotating employees to different positions might seem like a simple practice, but job rotation programs have not nearly always yielded expected results. Thus, the research on job rotation and its suggested practices still goes on today.

1.2 Research Problem

Job rotation has multiple aspects that need to be considered before implementing the method in an organization. The studies conducted in the field are often highly detailed and offer specific information and findings related to these certain aspects. However, this has resulted in a situation where the pieces of information on job rotation are scattered and unconnected. There is a lack of comprehensive publications that would connect the various aspects of job rotation in the same place and analyze the practical implications of prior findings on the topic. Currently, job rotation is treated on a fairly theoretical and detailed level in many studies which in turn complicates the process of acquiring a holistic understanding of the topic.

To address this research gap, I will investigate the current literature on job rotation, understand the benefits and drawbacks of the method, find the suggested job rotation practices and combine the prior literature findings into a job rotation framework. The aim of the framework would be to offer an idea of all of the aspects and dimensions that are

included in job rotation and to present the research findings and suggestions on how to implement a job rotation program.

1.3 Research Questions

I am most interested to find an answer for these questions:

1. What are the necessary elements of successful job rotation?
2. What aspects should be included in a practical and internationally applicable job rotation design?

1.4 Research Objectives

Specially, I would like to...

1. Analyze what elements are included in successful job rotation.
2. Examine whether the job rotation practices differ in different cultures.
3. Study how certain objectives can be achieved with job rotation.
4. Identify and gather the relevant information for creating the framework.

2 LITERATURE REVIEW

2.1 Introduction

Job rotation has been a closely investigated theme in the field of Human Resources during the past decades. More recently, the discussion has shifted from the effect of job rotation on organization's performance and productivity, to the impact the strategy has on the rotatee. In addition, more attention has been paid to the conditions which enable job rotation practices to exist and thrive. Nevertheless, the current academic literature does not provide clear and comprehensive guidelines for designing and implementing a job rotation program. The lack of combined information and interpretations of the research results are the most apparent research gaps in the field of job rotation.

The purpose of this literature review is to obtain an encompassing understanding of job rotation, its purposes and benefits and what are the universally acknowledged practices regarding a successful job rotation program. The information gathered and analyzed in the literature review is later combined into an internationally applicable and general framework addressing the most essential aspects of job rotation. As the literature is limited on some aspects of job rotation, information is also drawn from related topics such as job mobility and multiskilling.

The sections of this literature review are classified into the most relevant themes that will be used for creating the job rotation framework. First, job rotation as a Human Resource Management (HRM) practice is introduced and its various forms are discussed. The second section focuses on the most common objectives for using job rotation strategies, followed by an overview of the critiques that the practice most frequently receives. In the fourth section, the considerations and prerequisites for creating a job rotation program are identified and analyzed. The fifth section considers the cross-cultural differences with the use of job rotation, and finally, a conceptual framework of the thesis and conclusion of the literature review are provided.

2.2 Job Rotation

Businesses have only relatively recently recognized the potential resources that lie in their employees. Indeed, some researchers consider human capital to be the most valuable asset for a business (Felstead, 2000; Arya & Mittendorf, 2004). In addition to producing products and services, employees can provide businesses with essential competencies by increasing flexibility inside of an organization. As Wright and Snell (1997) emphasize, organizational flexibility is necessary for a business to stay competitive in the dynamic and constantly changing business environment. Varying demand, tightened competition and a need to react quickly to consumer responses are just some of the business environment characteristics that require flexibility in order to be handled efficiently.

To pursue this ideal competitive positioning, several companies have sought for the most effective and suitable strategies that would increase organizational flexibility. Different job designs, such as job enlargement, job enrichment and job engineering have been suggested but job rotation is shown to be the most effective job design strategy to increase functional flexibility (Kaymaz, 2010). The meaning of job rotation is hardly unambiguous as several differing definitions have been introduced in the literature. Arya and Mittendorf (2004) considered job rotation to be switching places between two employees, whereas several other scholars support the view of job rotation being periodical movement from a different task to another (Malinski, 2002; Bennett, 2003; Kaymaz, 2010; Casad, 2012). Another definition that has received endorsement from scholars – such as Campion et al. (1994), Azizi et al. (2010) and Harbring et al. (2018) – sets the boundaries of job rotation to include only lateral movements inside of an organization. The latter definition helps to distinguish between job rotation and promotion. However, as the definition excludes vertical job rotation movement, this thesis will refer to job rotation as meaning “...the planned movement of people between jobs over a period of time and for one or more of a number of different purposes” (Bennett, 2003: 7).

As the varying definitions of job rotation indicate, the program can be executed in several different ways. One of the most frequently applied approach is to identify the rotation either as cross-functional or within-functional. In within-function rotation the rotatee moves to a position where the operational or functional area stays the same, whereas cross-functional rotation is performed in a different part of the organization.

These types of rotations often include elements of either lateral or vertical rotation; Hierarchically vertical movement is often connected to cross-functional rotation and lateral to within-function rotation. The other job rotation types include, for example, job swaps where rotatees switch their places, and small and larger scale rotations where either a few selected employees rotate, or the strategy is applied to everyone. (Bennett, 2003).

Job rotation has been used and acknowledged as an effective job design strategy already in the 1950's, but it has truly gained the attention of scholars and businesses during the past decades (Casad, 2012). Harbring et al. (2018) name several famous businesses, like Intel, Bayer, JP Morgan Chase and Henkel, which embrace the use of job rotation, especially in the managerial level. Job rotation has been adopted in numerous different industries as its simple nature makes it applicable from a manufacturing setting to service business. Hence a need has arisen in the business environment for a careful investigation of how to reach certain desired objectives with a job rotation strategy, which is also one of the fundamental targets of this research.

2.3 The Objectives of Job Rotation

In order to perform well in the competitive marketplace, many businesses pursue organizational flexibility with the help of job rotation (Azizi et al., 2010; Makris et al., 2011). However, as a relatively abstract concept, increased flexibility would be somewhat vague and intangible objective for a job rotation program. As a result, the goals are often of more specific and narrow scope, like increasing the well-being and social connections inside of an organization, stimulating workers to innovate more or reducing the amount of work-related musculoskeletal disorders.

In 2001, Ortega proposed three hypotheses on the most common reasons why firms use job rotation: the firm learning (later renamed to employer learning), the employee learning and the employee motivation theories. These three theories have been tested multiple times and are commonly accepted in the field as the most frequent objectives businesses pursue with job rotation (Eriksson & Ortega, 2006; Andrés-Romano et al., 2012; Casad, 2012; Harbring et al., 2018). The next section focuses on introducing the theories and some of their purposes of use, since these three objectives will be used as variables in the job rotation framework.

2.3.1 Employer Learning

According to Eriksson and Ortega (2006), employer learning has been the most common reason for firms to implement a job rotation program. Their inference was based on the finding that job rotation was used more often in companies where tenure was low, and since employers often need more information on their new employees, the employer learning theory would offer the most fit explanation to this result. Their logic was unlikely to be applicable in all the situations where employees with low tenure were rotated, yet their results demonstrate the trend of using job rotation programs for employer learning.

Job rotation allows employers to learn more about the abilities, competencies and interests of their employees (Bennett, 2003; Eriksson & Ortega, 2006; Harbring et al., 2018). During the rotation, employers are provided with unique data on how the employees perform in different situations and positions and how they acquire new skills. The information flows directly to the employers through observations and reports making employer learning relatively effortless.

As employers learn more about their employees, they eventually obtain enough knowledge to match talents with the right positions. After a job rotation program, employers can identify the most suitable final placement for the rotatee to maximize the value of a certain person-job match. Several scholars, like Kaymaz (2010), Harbring (2018) and Ortega (2001), consider person-job matching as one of the most valuable outcomes of job rotation as it can improve organization's performance and productivity remarkably. Discovering the most optimal placement is also one of the reasons why many firms rotate graduates in the beginning of their careers (Bennett, 2003).

By observing and learning from rotatees' experiences, employers can gain current and detailed understanding of different departments and operations of the company (Puhakka, et al., 2011; Andrés-Romano et al., 2012). Arya and Mittendorf (2004) also remind that job rotation allows the employees to report sincere information about the organization due to its temporary nature that does not endanger the future employment of the rotatee. After learning more about their own organization, employers can identify and improve the methods of the weaker performing departments.

2.3.2 Employee Learning

The employee learning theory argues that job rotation is adopted by firms so that the employees could widen their skill repertory. Even though the types of skills obtained vary from technical to managerial, they can all be considered as assumed situational scripts that guide the actions of a worker in a certain situation (Wright & Snell, 1997). Having multi-skilled workforce allows the human resources to be allocated efficiently to handle product variability and unstable demand (Chryssolouris et al., 2013; Boenzi et al., 2016). Furthermore, Cordery (1989) discovered that when employees become multi-skilled, labor costs can be reduced indirectly as the need for spare workers falls and the productivity of the employees increases. Therefore, having multi-skilled workforce is one of the highly profitable outcomes of a successful job rotation program.

The research done on employee learning emphasizes the usefulness of job rotation strategy when acquiring system-wide, holistic understanding and decision-making skills (Morris, 1956; Felstead & Ashton, 2000; Eriksson & Ortega, 2006). When exposing the employees to different challenges and situations they are forced to widen their perspectives and learn new approaches and methods (Harbring et al., 2018). Learning about different situations helps the rotatee to connect and synthesize information from previous tasks and thus achieve deeper understanding of the processes of the whole organization.

The holistic knowledge and skills acquired in job rotation are especially useful in managerial positions where wide perspectives, flexible problem-solving and administrative decision-making skills are essential. Campion et al. (1994) discovered that rotatees acquire more administrative and managerial business knowledge from job rotation than technical knowledge, even if the latter was originally pursued as an objective of a job rotation program. Kaymaz (2010), as well, endorses this statement and demonstrates that job rotation has a positive effect on the career development of the rotatee. Therefore, it can be suggested that job rotation is even more useful for the managerial development of the rotatee than for acquiring specific technical skills.

In their influential article, Brache and Rummier (1991) argued that several managers view the departments of an organization as separate entities that deliver for different purposes and compete with each other. Moreover, when managers have this kind of perspective, they also manage accordingly, and departmental silos are born (ibid). Silos make cooperation between different departments ineffective as the information flow and consensus are insufficient. However, job rotation is proven to increase the interactivity, information flow, organizational learning and social skills in the whole organization (Morris, 1956; Kaymaz, 2010). Consequently, job rotation could also be used to decrease the walls of departmental silos and to increase wider scale employee learning in an organization. Not only would it better the social climate in a business but also the performance of the workers as the knowledge spreads and retains in different areas.

2.3.3 Increasing Motivation

Although sometimes being overlooked, boredom of the employees can affect the performance of a business considerably. As stated by Azizi et al. (2010: 70), "it [boredom] can be associated with performance reduction, general dissatisfaction, and accidents." It is a generally accepted statement that repetition of the same tasks leads to increased boredom and lower productivity (Bhadury & Radovilski, 2006). Thus, decreasing boredom and increasing motivation should be considered as relevant objectives in every organization. Job rotation is suggested to be a suitable strategy to diminish workers' boredom by introducing task variety and more stimulating working environments.

Several scholars, including Champion et al. (1994) and Andrés-Romano et al. (2012), have found evidence that job rotation does indeed increase job satisfaction, stimulation, personal growth and firm loyalty. However, motivation increase as an objective is fairly abstract and dependent on the individual. Due to these restrictions, some prerequisites have been identified in order to job rotation to increase motivation, namely skill utilization, autonomy and feedback.

Multiple studies have shown that motivation in a workplace can be enhanced by utilizing the skills of a worker (Cordery, 1989; Wright & Snell, 1997; Kaymaz, 2010). If the skills possessed are not used or new ones are not acquired, the

work tasks soon become meaningless in the mind of an employee. Additionally, employees should receive feedback on the tasks performed and have autonomy in their work. These would fortify the feelings of responsibility and importance, which are essential for employees to feel motivated to work. (Cordery, 1989; Kaymaz, 2010).

In the field of job rotation, slightly contradicting statements have been made on the motivation theory, which explains the use of rotation as a means to achieve higher employee motivation. In 2001, Ortega discovered a strong negative relationship between tenure and the use of job rotation. Ortega concluded that since employees with higher tenure are likely to be more bored in their jobs, it would be more ideal to rotate them than workers with low tenure if increased motivation was pursued. As a result, increased motivation was not a common objective for using job rotation. A retest was conducted in 2006 by Eriksson and Ortega where the results were similar to the first study, only this time the correlation was strong among hourly paid workers.

On the contrary, other scholars like Andrés-Romano et al. (2012) have discovered that job rotation has been used extensively to increase motivation. However, the methods and logic used have been different from Ortega's. Three possible explanations could resolve this contradiction. Firstly, the use of job rotation to increase motivation could have grown significantly during these six years as the trends in HR practices shift fairly often. Secondly, either the logic used by Ortega or the methods of other scholars are fault. Thirdly, and most probably, hourly paid workers are likely to be employed in jobs where tenure is low and contract terms are shorter. In such conditions, employers may not pay that much attention to the motivational issues of the employees, which would partly explain the conflicting research results.

2.4 Criticism on Job Rotation

Job rotation, like many other multipurpose strategies, has also received a vast amount of criticism. Some of the greatest concerns with job rotation are the high initial cost and the possibly low return on investment. The turnover costs of losing a skilled employee and training a new one for the job is likely to occur in the departments that are involved in a job rotation program (Campion et al., 1994; Harbring et al., 2018). Because of this

effect, job rotation programs usually have high initial costs. There is also a risk that if the rotatee decides to quit the rotation or leave the company, the investment would lose at least some of its value. Then again, if the program is successfully executed and the objectives are met, the costs could be outweighed by the future benefits.

Another common target of criticism is the aspect that job rotation prevents specialization. Kaymaz (2010: 73), referring to the work of Susan (1996), states that "...rotation technique can negatively affect the person and the performance level of the work in areas where specialisation is required." This statement is supported by other scholars as well, such as Triggs and King (2000) and Morris (1956). When rotatees change their positions and tasks on regular bases they are more likely to gather general but not deeply specialized skills. As a result, it can be deducted that especially cross-functional job rotation is a better strategy for acquiring managerial and administrative skills than technical skills.

Some of the critique that job rotation receives is fairly industry specific, most of which has occurred in manufacturing. In the studies conducted inside of the industry, job rotation was found to increase the amount of errors and to decrease product quality (Jorgensen et al., 2005; Chryssolouris et al., 2013). On the contrary, Makris et al. (2011) argue that the amount of errors would, in fact, decrease over a longer period of time, since workers become more alert and stimulated when changing the tasks. Their findings are logical in the sense that rotatees are more likely to commit mistakes at first when they are widening their skill repertoire, but later to pay more attention to the tasks and make less mistakes as they rotate.

In addition to these possible problems of job rotation, the strategy can also cause uncertainty and confusion among the employees, evoke difficulty in determining suitable wage forms and trouble of finding the cause of injury (Cordery, 1989; Triggs & King, 2000). Moreover, rotatees might experience social rejection from the colleagues and supervisors if they consider the rotatee to receive special treatment or to be just a temporary team member not worthy of their attention (Bennett, 2003). To conclude, there are several possible negative outcomes for a job rotation program, which is why the assumed costs and benefits should always be carefully evaluated and pondered before implementing the strategy. Luckily, many the most common problems with job rotation can be avoided with careful and flexible planning.

2.5 Considerations with Job Rotation

After giving careful consideration to whether a job rotation program would be the best practice to answer the needs of an organization, several other aspects have to be contemplated as well. These aspects drawn from the literature set the prerequisites for a job rotation program and guide the planning and execution processes. The most relevant aspects to be considered when planning a job rotation program are assorted into external, working, rotatee and management conditions sections.

2.5.1 External Conditions

Legislation

The laws of a certain country form the fundamental base for creating a job rotation program. Legislation can affect, for example, the length, type and compensation paid for job rotation. Most commonly the law focuses at least on the length of the employment relationship; There are usually some legal restrictions defined on the duration of a rotation in the national employment contracts act (Gangl, 2002; Malinski, 2002). Gülker et al. (1998) discovered that in order for a business to establish a job rotation program in EU, laws regarding protection against dismissal and right to further education are needed. Despite of this, the data from the European Labor Force Survey 2000 revealed that strict employment protection legislation was negatively correlated with job mobility strategies (Gangl, 2002). It was suggested that in the presence of strict employment protection law the employees did not feel the need to develop their skills further (ibid). Consequently, the effect of legislation on employees' attitudes and on job rotation contracts needs to be taken into account when planning the program.

Sometimes labor unions oppose job rotation programs rather heavily due to the obscurity in payment methods and contract terms (Triggs & King, 2000). In a hostile unionized environment, businesses must be careful to standardize their rotation methods in line with the regulations of the unions. Nevertheless, Gülker et al. (1998) and Harbring et al., (2018) remind that having a job rotation program is proven to reduce the dismissal and turnover rates, as the investment in the employees secure their future careers at least to some extent. Considering this

point of view, labor unions should support the adaption of job rotation programs, not oppose them.

Finance

Macroeconomics have a remarkable effect on the HR practices used by businesses; in 2004 Sousa-Poza and Henneberg observed that when economic climate is doing well, job mobility strategies occur more in organizations. The results are largely due to the fact that when businesses are doing financially well, they also have more resources to put into developing their human resources. Furthermore, job rotation programs have possibilities to be funded by external entities, especially in the EU. Gülker et al. reported in 1998 that European Commission supported job rotation programs in businesses, and the commission still today funds businesses to have on-the-job trainings for the employees (European Commission, n.d). In Finland, businesses can receive financial support for active labor market policies from the state (Gülker et al., 1998). To summarize, the financial climate and support might have a great effect on the ability of a business to establish a job rotation program.

2.5.2 Working Conditions

Job

As mentioned earlier in the Job Rotation (2.2) section, rotations can be either within-function or cross-functional depending on the positioning of the job. In cross-functional rotation a rotatee moves to a job that has different organizational function compared to the previous job - usually located also in a different department – whereas in within-function rotation the rotatee moves to a different job that has the same organizational function than the previous one. The selection between these two types of rotation depends on the desired outcome of the job rotation program. Within-functional jobs are usually suggested when technical or specific skills are pursued, which is often the case for team members or manufacturing workers. On the other hand, when employers wish to learn more about their employees or develop them for managerial positions, cross-functional rotation might be a more suitable option. (Morris, 1956; Bennett, 2003; Casad, 2012).

Yet, it was found in a study that after two years of a job rotation program, the performance of the workers only increased significantly from within-function rotations (Harbring et al., 2018). These results could be owing to the fact that within-functional rotations allow the rotatee to acquire wider range of specialization, as the skills used in the new task can be assumed and adopted from the previous ones. Conversely, the skills acquired from cross-functional rotations, like deeper understanding of the organization and increased social human capital, do not always contribute directly to higher performance. Therefore, if the organizational performance should be increased in a short time frame, within-function rotations could serve this objective better.

Schedule

Creating an optimal schedule for a job rotation program forms one of the most important and challenging tasks for managers. As Bhadury and Radovitsky (2006) outlined, the ineffectiveness of job rotation programs and poor scheduling are strongly and positively correlated. A poorly designed rotation schedule is often behind a job rotation program that fails to meet its objectives. Scholars have suggested that a rotation schedule needs to be planned with the goals of the program in mind. For example, the number of the rotations included in the schedule should depend on the desired level of expertise and holistic understanding of the organization. Moreover, the length of an interval is also an essential consideration as too long a rotation increases the risks of forgetting the old skills, but too short will not allow the rotatee to adapt to the position and fully utilize the new skills. (Triggs & King, 2000; Azizi et al., 2010).

Precise job rotation schedules are particularly important in the manufacturing industry. The tasks often require more technical and physical skills than in other industries and thus the possible errors might lead to more severe results for the employees. In 2016, work-related musculoskeletal disorders (WMSDs) were estimated to have costed between 0,5% and 2.0% of the EU Gross National Product. These losses have been taken seriously in the EU, and the International Organization for Standardization, ISO, has set a standard called OCRA which helps to assess the risks of physical stress in each task (Boenzi et al., 2016). OCRA has been used as a tool for several job rotation schedules in manufacturing, which usually focus on balancing the boredom of employees and

the risks of the tasks involved in the schedule (Bhadury & Radovitsky, 2006; Azizi et al., 2010; Andrés-Romano et al., 2012; Nunes, 2016). As stated earlier, boredom contributes significantly to the amount of errors conducted, hence it is an essential variable in a job rotation schedule when the objective is to decrease the probability of the WMSDs.

Organization

The success of a job rotation program can also be dependent on the organizational climate that is present in the workplace. In a welcoming, positive and supportive environment rotatees are able to adapt and learn considerably more than in a rejective organizational climate (Casad, 2012). Studies have shown that job rotation occurs frequently in organizations that focus more on high quality performance that lowering the operational costs, and where information is an essential competence (Osterman, 1994; Arya & Mittendorf, 2004). Hence, the atmosphere and attitudes inside of an organization can affect both the success and the likelihood of having a job rotation program.

In addition to the organizational atmosphere, the way an organization is managed can have either a positive or negative effect on the success of a job rotation program. It is rather common that businesses manage their departments separately and create organizational silos that are essentially competing with each other (Kaymaz, 2010). Harbring et al. (2018) showed in their study that separative management practices can lead to talent hoarding. Department managers are often rewarded and compensated on the basis of their departments' performance. This type of incentive scheme does not encourage the managers to rotate their skilled employees and to train new ones.

2.5.3 Rotatee Conditions

Knowledge, Skills & Capability

Andrés-Romano et al. (2012) speculated that rotatees should obtain the relevant skills before they are able to perform in a new task. Indeed, the rotatee should have some knowledge and suitability for the task before rotation. Also, the physical capability of the rotatee needs to be considered especially when the objective is to reduce the WMSDs in a workplace. However, Wright and Snell

(1997) suggested that the rotatee's ability to acquire new skills is the most essential prerequisite as the rotatee will have to learn new methods and skills anyway in the new position. It can be deducted, therefore, that the rotatee's ability to perform in a certain task is usually more important than possessing the task specific skills and knowledge beforehand. Scholars also suggest that rotatees should be selected with a holistic and systematic method to ensure positive return on investment (Casad, 2012).

Willingness & Motivation

Studies have demonstrated that when rotatees are committed and voluntarily participating in a job rotation program, they acquire and use the skills more effectively, gain more competencies and reduce the likelihood of individual turnover (Osterman, 1994; Harbring et al., 2018). In other words, voluntary job rotation increases the profitability and productivity of a rotatee. These findings are also uniform with the logic behind the employee motivation theory.

It was earlier suggested in the Increasing Motivation (2.3.3) section that utilizing rotatee's skills would enhance the motivation of the employee. It seems that the suggestion goes also other way round: To be able to acquire new skills, the rotatee should also be motivated (Wright & Snell 1997). Thus, acquiring and utilizing skills and motivation should coexist in order for them to thrive. Gülker et al. (1989) found that generally in the EU countries the main motives for employees to rotate were immaterial gains, such as skills and status, and financial benefits.

Prior Performance

Harbring et al. (2018) found that prior performance of the rotatees might have a significant effect on the profitability and methods of the job rotation program. The main discoveries included that the rotatees who had performed better than their colleagues on average in the previous job (high performers) also yielded significant performance results from a within-function rotation program. However, high performers did not yield significant results from within-function rotation, at least in two years' time. On the other hand, the rotatees who had performed inferior in their previous job compared to an average colleague (lower performers) performed even weaker after being rotated. The results might be

partly due to the assumption that low performers might not always be rotated voluntarily which would harm the motivational side of job rotation. As a result, high performers should be rotated when employee learning is pursued, and lower performers could participate in a voluntary rotation - accompanied with complementary HR practices - when employer learning and increasing motivation are targeted.

2.5.4 Management Conditions

Analyzing & Planning

The first thing that should be considered when starting to plan a job rotation program is the balance between the needs of an organization, rotatees' wishes and the expected costs and benefits of the rotation (Casad, 2012). The rotation should be used to fulfill an organizational need, and the likelihood of achieving this objective has to be compared to the possible costs that the program could cause to the organization. Additionally, to establish autonomy for the rotatee, his or her opinions, ideas and wishes should also be taken into account during the planning process (Kaymaz, 2010).

One of the common problems faced with job rotation programs was the inappropriate use of rotation strategy by management (Triggs & King, 2000; Bhadury & Radovitsky, 2006). Harbring et al. (2018) discovered from their study that generally, low performers rotate more often than high performers. These results suggest that job rotation might be currently used by managers more as a panacea to a problem rather than as a developmental tool. In these kinds of situations, there are usually more appropriate practices and methods available than job rotation to address an existing HR problem. Thus, it has been suggested that a central agency should be responsible for planning and implementing a professional yet practical job rotation program (Morris, 1956; Gülker et al., 1998).

Setting Goals

For a job rotation program to be effective, it should have clear and specified goals (Triggs & King, 2000; Bennett, 2003; Puhakka et al., 2011). Without explicit objectives it would be hard to evaluate the performance and profitability of a job rotation program. Objectives also set a direction for the rotation strategy and affect several choices related to the program. As mentioned earlier, the goals of

the job rotation program need to be in line with the organizational needs and preferably with rotatee's expectations too (Bennett, 2003). According to Morris (1956), the rotatees themselves also opinioned that rotation should be used for developmental purposes only, not to solve problems.

Compensation

Financial compensation received by the rotatee is one of the most argued aspect of a job rotation program. Naturally, legislation has a major effect on the amount and methods with which the compensation is paid. Osterman (1994) and Wright and Snell (1997) posited the view that performance related pay would work as an incentive for the rotatees to use the acquired skills. Even though this suggestion might be true to some extent, other aspects of performance could suffer. For example, the rotatee might not report as honest information on the tasks and departments if he or she feared it would lower the remuneration. That is why performance should be clearly defined and include the productivity of the employee compared to the task complexity, the quality of reporting, the skills acquired and also the skills and positive atmosphere spread by the rotatee.

The opinion presented by Casad (2012) was that what makes job rotation different from promotion is that the compensation of the rotatee does not increase. This can be true in some cases where the movement is lateral or an increase in salary would not be justified otherwise. However, the suggestion of Casad is contradicting with the recommendations which flag for the performance related pay. In addition, he also points out that the compensation does not need to be very high if the rotatee him or herself is motivated in developing personal skills (ibid). The idea receives support from Gülker et al. (1998) who suggest that rotatees would bear some of the initial investment costs by not receiving the highest compensation from the job rotation program, especially in the case where skills would bring significant personal benefits to the rotatee. By having lower deadweight costs the management could also be more motivated to invest in the development of the employees (ibid).

Communication & Information Gathering

Morris (1956) and Puhakka et al. (2011) stress the importance of two-sided information flow. They argue that rotatees should be communicated the reasons and goals for the rotation, why they were selected and how their participation contributes to performance in the organizational level. This would increase the feeling of importance in rotatees and hence enhance their motivation. All the relevant information, like the objectives, length and number of rotations and the methods for reporting, should be communicated in a written form in a contract (ibid).

Puhakka et al. (2011) also mention that information from the rotatees should be gathered in several ways, for example through reports, interviews and conversations with the rotatee, mentors, supervisors and colleagues. This would ensure the quality and diversity of the information and viewpoints. Morris (1956) discovered that the rotatees themselves would like to be rated annually so that they could comprehend the level of their own performance in a certain job. For the evaluation to be as truthful as possible, the supervisors should monitor the rotatee for feedback. Determining the most suitable next or final position for the rotatee will become significantly easier through versatile evaluation (Kaymaz, 2010).

Training & Support

Training rotatees sufficiently before a job rotation program contributes to rotatees' learning, confidence, initial performance and adjustment to the new environment (Bennett, 2003). Training should be provided for everyone involved in a job rotation program, including the supervisors, mentors and colleagues. In the study conducted by Morris (1956), rotatees considered having several superiors to coach to different tasks as highly beneficial. This way the rotatees were provided with wide range of perspectives and working methods. Hence, it can be suggested that having a different coach for every task would support rotatees' learning and understanding even more.

However, having the rotatees trained is not alone enough but they should also receive support throughout the job rotation program from the supervisors and colleagues (Kaymaz, 2010; Puhakka et al. 2011). The program is not likely to

increase either employee learning or motivation if the rotatee feels abandoned in a new environment. Additionally, having a flexible job rotation plan supports the rotatee in situations where the initial plan is not applicable anymore (Triggs & King 2000). Plans rarely stay immutable as unpredictable events occur, and job rotation plan should be flexible enough to assimilate changes when they are necessary.

2.6 Cross-Cultural Differences

Job rotation as a strategy is old itself but was reborn in 1950 in Japan as a part of the revolutionary lean production style. Later, job rotation was adopted by the US manufacturing sector as well (Casad, 2012). Harbring et al. (2018), referring to the study of Saari et al. (1988), report that in the 1980's 40% of the US companies used job rotation as a management development technique, and other research suggests that the trend has only been ascending and spreading after. Nowadays job rotation strategies are applied in several countries and cultures across the globe and industries. (Etherington & Jones, 2004).

However, questions have arisen about the transferability of job designs into different cultures. Indeed, socio-cultural dimensions also affect the practices and strategies used in a workplace. Ayca et al. (2000) found that the surrounding culture has a direct impact on manager's beliefs about the nature of employees, like the level of malleability, proactivity and responsibility seeking, which in turn affect the HRM strategies used in a workplace. Nevertheless, several studies have concluded that the transferability of job designs is possible, but the appropriate practices and aspects need to be considered and adapted in different cultural environments (Cagliano et al., 2011).

Being a multidimensional concept, culture has countless of different aspects and viewpoints from which to analyze it. That is why simplifying models and theories are needed to cover the most relevant dimensions of cultures and to also make them comparable across different societies. Perhaps the most popular and influential model of cultural dimensions was created by Hofstede in 1980. He studied hundreds of managers in IBM and draw the conclusion that cultures can be divided into four bipolar categories: Individualism versus collectivism, masculinity versus femininity, low versus high power distance and low versus high uncertainty avoidance. Later Hofstede and Bond (1988) added a fifth dimension to the model, long- versus short-term orientation,

but the first four dimensions are the still the most well-known and recognized in the cultural context.

Hofstede's cultural dimensions model is favored among scholars due to its convenience and wide recognizability (Brewster & Vaiman, 2014). Yet, the model has not been able to avert from a considerable amount of critique. Scholars have been unanimous about the weakest aspect of Hofstede's model, namely its static and sweeping nature (Brewster & Vaiman, 2014; Al-Sarayrah et al., 2016). Hofstede's model was created decades ago by analyzing the cultures of that time, thus the dimensions might not be as applicable today as they were before. Secondly, countries and their citizens should not be treated as average proxies of the model's results. This was not suggested by Hofstede either, but the model has often been misused by making too sweeping assumptions about the people living in a certain culture. Despite of the certain weaknesses of the model, Hofstede's dimensions capture relatively successfully the most salient cultural aspects and differences and offer a common point of reference in the field of study.

By reanalyzing the data that Hofstede used in 1980, Fang and Gerhart (2007: 982) found that "...organization differences account for more variance in cultural values than do country differences." Other scholars support this view by emphasizing the importance of focusing on organizational and individuals' culture, rather than solely on the national cultural dimensions (Cagliano et al., 2011). Hence, when it comes to selecting the most fit HRM practices, it is more important to analyze the cultural dimensions of the individuals working in the company rather than the culture where the company is located.

Considering the relationship between cultural dimensions and HR practices, a comprehensive study covering 660 firms in 21 different countries found that there was no dominant dimension affecting the frequency of contemporary work forms in a culture (ibid). However, some cultural dimensions seem to be correlated to the aspects that also affect the use of job rotation. Firstly, several authors have connected femininity-oriented cultures with the use of job rotation (Ayca et al., 1999; Cagliano et al., 2011). The connection is logically reasoned by considering the nature of masculinity and femininity in a culture; In a masculinity-oriented culture people are more goal and achievement driven and usually want to obtain the results quickly as the variable is

negatively correlated with future orientation (Aykan et al., 1999). On the other hand, in a femininity-oriented culture quality of life, and consequently quality of work, are valued. Investments in longer-term strategies are seen more reasonable. This connection is also supported by Osterman (1994), who found that job rotation is more common in organizations that focus more on realizing high quality results than low costs.

Secondly, individualism versus collectivism dimension was not found to have a significant correlation to job design practices (Cagliano et al., 2011). Carroll and Ramamoorthy (1998), then again, suggested that in collectivistic cultures there is a dislike toward individualistic HRM systems. Thus, in a collectivistic-oriented culture wider scale job rotation program could receive more support from the employees than a rotation aimed at individual workers. Another relevant discovery to job rotation practices by Tenhiälä et al. (2014) was that incentives based on individual performance is a better fit in countries with high individual orientation. This aspect should be considered when deciding on a suitable compensation system for a job rotation program.

Thirdly, the last two dimensions of the original model of Hofstede, uncertainty avoidance and especially power distance, has not been found to have a considerable effect on the use of job designs either (ibid). According to Cagliano et al. (2011) cultures with high uncertainty avoidance usually prefer lower levels of rotation. The finding seems to be logical in a sense that job rotation programs would, at least initially, increase uncertainty and confusion among the employees and employers. All the findings related to job rotation practices need to be critically analyzed, since the studies sometimes covered cultural dimensions on a national and sometimes on an organizational level, which naturally affects the nature of the results.

2.7 Conceptual Framework

A process map from recognizing an organizational need to establishing a job rotation program.



1. An organizational need is recognized and a job rotation program is considered.

2. An objective for a job rotation program is chosen.

3. One of the three most common job rotation goals is also likely to include the initial objective.

4. The four categories of job rotation conditions are considered with the chosen objective in mind.

5. The designing of a job rotation program may start.

Figure 1: The Conceptual Framework

The conceptual framework (Figure 1) presents the process map from recognizing an organizational need to establishing a job rotation program. The framework demonstrates the most relevant areas of research addressed in the literature review, the direction of process when planning on a job rotation program and a simplistic representation of the relationships between the variables. In addition, the conceptual framework captures the scope of the Job Rotation Framework assembled and created in the Methods (3) section.

There are five stages identified in the conceptual framework. Firstly, an organizational need is recognized, and if suitable, a job rotation program is considered to answer this need. In the second and third stage, a clear and distinctive objective for a job rotation program is identified and it might be included in one of the three most common objectives that job rotation programs have, which would be beneficial since these

objectives are studied the most in the field. In the fourth stage, the four categories and their sub-categories on job rotation conditions are examined and considered with the chosen objective in mind. The pursued objectives sometimes affect the job rotation conditions significantly and thus should be pondered while researching the conditions. Finally, in the fifth stage after acknowledging the most relevant aspects and research results, the designing of a job rotation program may start. All of these steps and decisions are affected by the cultural dimensions that are present in a company affecting the values and perceptions of managers and employees.

2.8 Conclusion

To summarize, even though a general guide on a job rotation program while pursuing specific objects has not yet been established in the academic literature, several studies have contributed to this purpose. From various aspects, the objectives have either been connected to the job rotation conditions or then a connection can be concluded from numerous overlapping studies that have yielded similar results. The importance of this literature review lies in connecting the information, concluding new implications for the practical use and questioning the findings that are contradicting with other studies.

With the information gathered and connected from this literature review, it is possible to assemble a simple and general framework for job rotation with a certain objective as a variable. The framework would provide a fundamental guideline for organizations on how to create and implement a job rotation program while considering the cultural effects. Naturally, the information gathered for this literature review is not entirely exhaustive, not very situationally specific and some of the conclusions might be based on faulted logic or misleading results. Nevertheless, as the purpose of the job rotation framework is to be as generally applicable as possible, the organization specific guidelines need to be provided by HR professionals and other specialists. It is evident, that further research is needed in several areas where information is lacking or controversial, such as in the theory on job rotation increasing employee motivation. Future studies should also focus more on connecting different areas of job rotation as the literature lacked combined information.

3 METHODOLOGY

The third section of this thesis focuses on discussing the benefits of having a framework for HR methods, creating the first version of the Job Rotation Framework and data collection from interviews to later assess and improve the framework.

3.1 Rationale for Frameworks

HR is a field that generally includes several fairly abstract dimensions; Human factors are not as easily measurable and predictable as other organizational assets, like production or cashflows. It is often hard to predict how a certain HR practice might affect the outcome and performance of an organization. However, as human resources are often one of the most valuable assets of a company in terms of knowledge, skills and social capital, they should also be treated carefully and analytically. In order to ensure positive return on investment with job rotation and other HR practices as well, the procedure must be planned in a holistic and systematic method (Casad, 2012). It is often difficult to make decisions in an entirely objective manner, but a systematic approach can be pursued with, for example, a framework that is based on research results and scientific findings.

Some of the main benefits of having a framework is that it offers a holistic view over the main concepts of a subject, reveals the relationship between them and allows the user to analyze information in a quick and easy manner. Evans et al. (2011) suggested that combining observations and findings from separate studies and summarizing them into an easily understandable format was the most important function of a framework. Furthermore, this opinion was supported by Polit and Beck (2004), cited in Green (2014: 36), who proposed that the purpose of a framework is to make research findings “meaningful and generalizable”. Indeed, it is often fairly time consuming and inefficient to start scoping out the whole subject area to find relevant research results, but having the main concepts gathered in the form of a framework helps to identify what things should be investigated further. In addition to summarizing, scholars also remark that frameworks often show the linkage between the concepts of the subject (Johnson, 1997; Evans et al., 2011; Green, 2014). This function helps the user of a framework to recognize how some findings may affect several concepts and how they are related to each other.

Even though the compressed nature of a framework allows the user to analyze the data quickly, it is also one of its greatest weaknesses. The connections between concepts are often oversimplified and the information presented too generalized as the subjects can only be covered lightly. A framework can rarely offer a direct answer to any specific situation. Although it might not be able to provide an instant solution for the user, the fundamental utility of a framework lies in its guiding function. It gives an idea to the user on what things to focus on and what are some of the research findings on the subject but when looking for a situation specific solution, professionals familiar with the situation should be consulted, not a simple framework.

3.2 Data Collection for the Framework

The first version of the Job Rotation Framework is only based on secondary sources of data. The information has been almost entirely gathered from academic journals, articles and other publications. In addition to these, two websites managed by the European Union and European Commission were used. The most important aspects, findings and conclusions of job rotation drawn from these secondary sources were first combined and analyzed in the Literature Review (2) part of the thesis. Later, the concepts, findings and conclusions discussed in the Literature Review were transferred further into a framework.

The most challenging problem with integrating the data into a framework was to visually present all the job rotation considerations, objectives and the information that sometimes varies depending on the combination of these – in a simple and easily understandable format. To address all of these requirements, a matrix was created. This matrix, namely the first version of the Job Rotation Framework, has four main topic rows and three columns. The columns include the most common job rotation objectives: employer learning, employee learning and increasing motivation. It is necessary to cover these objectives separately, as sometimes the recommended job rotation practices vary depending on the use. The four rows, on the other hand, include the considerations that have to be taken into account before creating a job rotation program: the external conditions, working conditions, rotatee conditions and management conditions. These conditions also include several subheadings that are covered in the matrix, but they needed to be grouped under the four titles in order to keep the framework as minimalistic as possible.

The actual findings and suggestions related to the conditions from previous research were put into a bullet point format inside of the matrix. As the framework includes relatively much text, using bullet points enhances the skim value of the document making it easier for a user to separate and find information. The information in the framework is divided into two categories according to its use; the common information that is applicable with all the job rotation objectives (written in black) and the suggestions that are applicable to a certain objective (written in blue). The general information is written under every objective, whereas the specific suggestions are only placed under the objective in question. This results in unfortunate repetition in the framework, but it also allows the objectives to be compared more easily. To ensure the correct interpretation of the framework, instructions for use and a glossary are attached to the framework.

See Appendix 1 for the first version of the Job Rotation Framework (included in the interview).

3.3 Data Collection from Interviews

Before deciding on the method for the data collection, it was evident that qualitative data was needed in order to improve the Job Rotation Framework further. To ensure that the data collected would be in fact valuable and useful for the framework, the sources of data needed to be trustworthy and have expertise. Two HR professionals agreed on an interview, but time and location restrictions emerged as both of them were working full time in different parts of Finland. Different remote interview approaches were examined and one of the more uncommon methods, e-mail interviewing, seemed to have many features convenient for the situation.

E-mail interviews have several advantages and often one of its greatest benefits is the passing of time and location restrictions (Robson & Selwyn, 1998; McCoyd & Kerson, 2006). E-mails do not require simultaneous interaction and they can be received in every location with a technical device and an internet connection. In addition, the costs of the data collection for both parties are practically nonexistent. Another major benefit of an e-mail interview is that the data received from the respondents is ready-transcribed which saves time for the interviewer and reduces the likelihood of interpretation errors (ibid). Last but not least, the timing and locational distance offered

by e-mail interviews reduces the social pressure of the respondent and enables him or her to consider the responses carefully (Burns, 2010).

However, interviewing through e-mail has also disadvantages that should be considered before using it as a data collection tool. Firstly, even though the method gives time to the respondent to consider the answers, it also means that there is no immediate information available for the interviewer. Secondly, the possibility to observe non-verbal cues is absent with e-mail interviews (Robson & Selwyn, 1998; McCoyd & Kerson, 2006). Tacit communication is often a valuable source of information for interviewers that might affect the nature of the data considerably. Thirdly, Burns (2010) remarks that possible technical problems could affect the interview results. If, for example, data gets lost or documents fail, it might be troublesome for the interviewer to acquire the data needed.

Despite of the drawbacks, e-mail was the final choice for the interview tool used in this thesis. One of the heaviest reasons for choosing the method was the time and location constraints mentioned above, but e-mail was also found to be suitable for the type of data that is pursued through these interviews in question. The quality of responses is stressed in the interviews so that the Job Rotation Framework can be developed further. This requires that the feedback is carefully considered and not hesitated, which could be the case with a face-to-face interview. Additionally, the focus of the interviews is not on analyzing the behavior of the respondents but rather on utilizing their knowledge and experiences with job rotation. That is why the absence of non-verbal communication is not a major drawback. Also, since the task of the respondents is to give critical feedback on the Job Rotation Framework, it is ideal that the personal contact between the interviewer and the interviewee is minimal. These conditions often apply with e-mail interviews, which in part reduces the social pressure of the respondent.

To collect the information needed from the interviewees, an e-mail was sent to two HR professionals. The e-mail had instructions on how to proceed with the interview, and a Word-document attached which included a disclosure statement adopted from McCoyd and Kerson (2006), the first version of the Job Rotation Framework and seven open-ended interview questions both in English and in Finnish to ensure the quality of the

responses. Due to strict time restrictions, the interviewees were asked to return their answers in five working days.

See Appendix 1 for the e-mail interview.

4 FINDINGS

The fourth part of the thesis introduces the results of the e-mail interviews. The interviewees are kept anonymous. The feedback received on the Job Rotation Framework will be discussed and analyzed in the following section (5).

4.1 Interviewee A

Interviewee A is a Finnish HR consultant who is specialized in developing the leadership and managerial skills of managements. She also works on designing the most suitable HR processes for industrial companies. Interviewee A was familiar with the concept of job rotation already before the e-mail interview and she responded to have encountered job rotation in her career too.

Interviewee A gave generally positive feedback on the Job Rotation Framework. She opinioned that the framework allows the user to observe job rotation through the most relevant aspects and that the content of the framework is carefully selected and understandably written. She especially agreed with the compensation suggestions for motivation increase. As for the format of the framework, Interviewee A thought that is was fairly logical and comprehensible. However, she also suggested that the readability of the framework could be improved by adding more space to the table boxes, since there is currently plenty information tucked in a tiny area.

What Interviewee A wanted to highlight in her feedback was the importance of support – and the lack of acknowledging it in the framework. Firstly, she suggests that job rotation could receive more support from the department heads if the benefits of a job rotation program would be clearly communicated to them. Additionally, their involvement in the program would bring valuable insights and motivate others to participate. Interviewee A also stresses the value of having a transparent organization; Communication and feedback are more likely to be constructive in this kind of environment, and the likelihood of having some of the negative outcomes, like defunct

placements and negative attitude towards job rotation, would be smaller. All in all, Interviewee A considered that open communication through all hierarchical levels and giving constructive and positive feedback would support a job rotation program the most effectively.

4.2 Interviewee B

Interviewee B is the Vice President of Business HR department in a company that is an international provider of infrastructure systems and solutions. Her area of responsibility covers almost thirty countries and her tasks are related to, for example, strategic resourcing, people and organization development and people process and tool development. Interviewee B was also familiar with the concept of job rotation before this interview and she has encountered job rotation in her career.

Interviewee B also thought that the most important elements of job rotation are included in the Job Rotation Framework. In fact, she felt like there were almost too many elements addressed in the framework and that it should be more simplified in order to offer general guidance for many organizations. For example, the framework included elements, like EU financing possibilities, that are not relevant at all to the company she is working at. Interviewee B regarded most of the arguments as somewhat true and especially agreed with the suggestions for employer learning objective. She also thought that the grouping of the information into four consideration categories was successful. However, Interviewee B found the formatting of the Job Rotation Framework fairly complex.

There were a few arguments that Interviewee B did not agree with. She wrote that optimizing the schedule for a job rotation program depends entirely on the business need, not on the needs of the job rotation program. She also opposed the argument that job rotation is more useful for acquiring managerial skills than technical knowledge, since rotation is often used in production sites to especially improve the technical skills of the employees. There was also one argument that she did not fully understand related to compensation and information gathering.

Interviewee B had several thoughts and ideas on improving the Job Rotation Framework. She suggested that the framework should be as simple as possible so that it can be easily adjusted for the use of an organization. Interviewee B questioned the

necessity of having the increasing motivation objective and proposed that the objective could be embedded into the two other objectives, employer learning and employee learning. Interviewee B also reckoned that presenting only the differences between the suggestions for different objectives would increase the readability of the framework.

5 DISCUSSION AND ANALYSIS

5.1 Content of the Framework

In general, Interviewee A opinioned that the content of the Job Rotation Framework is carefully considered, understandably written and addresses the most relevant aspects of job rotation. However, from her experiences on job rotation programs, Interviewee A has learnt that different forms of support are one of the most important aspects of a job rotation program and should be covered more in the framework. She especially stresses the importance of including the department heads in the job rotation programs. The literature on the topic has indeed mentioned that everyone in the departments should be informed about the job rotation processes and that the ignorance of the department heads could result in talent hoarding (Gülker et al., 1998; Harbring et al., 2018). Nevertheless, their role in a successful job rotation program might be even more crucial than thought; included department heads can bring valuable insights to the program executors and motivate the rotating employees. By showing example, it is also clearer to the rotatees that a rotation is not a punishment but a developmental tool to train them further.

On the other hand, Interviewee B did not suggest adding anything but on the contrary felt like there were almost too many aspects in the Job Rotation Framework. She also thought that the most important aspects of job rotation were covered in the framework, but it should be simpler and more generalizable so that different companies could adopt the practices suggested. It is true that having a too specific framework loses its function of being generally utilized by different companies. However, the suggestions of the framework should not be adopted without considering the environment in question. Since the purpose of the framework is to allow the user to recognize all the different considerations and aspects that could be included in a job rotation program, it is reasonable to keep the current aspects covered in the framework.

There were a few points in the Job Rotation Framework that Interviewee B thought should be changed. For example, she argued that the schedule of a job rotation program depends only on the business needs. It is indeed very difficult to provide specific scheduling suggestions in the framework as they vary tremendously in different situations. In a production site, the employees might rotate several times a day, whereas a worker in a services company could rotate only once every two years. Another point that Interviewee B did not agree with was the argument on job rotation being more useful for acquiring managerial than technical skills. This argument was based on the findings of Morris (1956), Campion et al. (1994) and Kaymaz (2010). Morris (1965) found from his excessive interviews that the rotatees reported to have especially learned about managerial skills. Campion et al. (1994) discovered that rotatees acquire more administrative and managerial business knowledge from job rotation than technical knowledge, even if the latter was originally pursued. Lastly, Kaymaz (2010), citing Susan (1996), stated that rotating employees can affect negatively the performance of a rotatee in areas where specialization is required. The findings support the argument that job rotation is more useful when managerial skills are required. Nevertheless, Interviewee B argued that job rotation is often used in production sites where technical skills are especially pursued. The point is logical in a sense that job rotation would not be practiced that much in the industrial sector if technical skills would not be acquired. Even though rotatees might on average obtain more managerial skills from job rotation than technical skills, both can be achieved with the technique. Thus, the wording of the argument should be altered in the Job Rotation Framework. Interviewee B also notified that wording needs to be changed in a few other sentences to make the messages clearer.

5.2 Format of the Framework

According to Interviewee A, the format of the Job Rotation Framework was quite easily understandable and logical. However, she suggested that by adding more space to the framework boxes the readability of the framework could be improved. The amount of information seemed quite heavy to her, especially packed in such a small space. Adding more space to the boxes could indeed make the framework look less heavy but it would also make the already lengthy framework even longer.

Interviewee B, on the other hand, found the format of the Job Rotation Framework quite complex and confusing. This was partly due to the information galore in the framework.

Interviewee B suggested that to make the framework simpler, increasing motivation objective could be embedded into the two other objectives. Her suggestion is interesting, because increasing motivation is also one of the most argued objectives of job rotation in the literature and often, in practice, combined with other objectives as well. Nevertheless, since there were multiple suggestions in the literature on how to increase motivation with job rotation practices, it is clearer to have the objectives separately presented in the framework. Interviewee B also suggested that the general information in the framework that can be used with all the objectives would not be repeated in every column. The suggestion might be difficult to execute but it could improve the readability of the framework significantly.

5.3 Modifying the Framework

Based on the feedback received from the e-mail interviews, the format of the Job Rotation Framework was changed quite remarkably. Firstly, the spacing was changed from 1,00 to 1,15 to improve the readability and skim value of the framework. Even though this modification could have made the framework too lengthy, the other changes eventually cut the length of the framework from four pages to only three. Secondly, the general suggestions were extended under every objective and written only once. This reduced unnecessary repetition, content and length of the framework. The objective specific suggestions were put under the certain goal in blue and right after the related consideration to keep the framework as easily understandable as possible. Other small modifications, like alignment and colors changes, were also made.

When it comes to the content, changes were also made following the suggestions of the interviewees. Points related to support and scheduling were added under the aspects of Training & Support, Communication & Information Gathering and Schedule. In addition, the wording was changed for some suggestions that the interviewees found confusing. The adding of new points was quite minimal in order to keep the framework as simple as possible. Finally, the instructions for use was altered to correspond the modified Job Rotation Framework and the purpose of the framework was stated in the beginning.

See Appendix 2 for the Modified Job Rotation Framework.

6 CONCLUSIONS

6.1 Conclusions

The purpose of this thesis was to find out what things an organization should take into account in order to create a successful job rotation program. To solve this research question, existing literature on job rotation and a few other relevant topics was examined and analyzed. Using the secondary data, a Job Rotation Framework was created. The framework presents the current research findings about what things should be considered before creating a job rotation program and the suggestions from the literature on how to achieve a certain objective with a job rotation program. Later feedback was collected from two HR professionals on the Job Rotation Framework, which was developed further with the help of the interview results.

The interviews revealed that the Job Rotation Framework addresses the most relevant aspects of job rotation and helps the user to consider it from various viewpoints. However, the utility of the framework lies mostly in its guiding function. It can be used as a tool that helps the user to identify which aspects should be examined further before creating a job rotation program. The suitable practices depend almost entirely on the environment and the Job Rotation Framework only offers suggestions that are the most suitable on average. The importance of situational differences was also revealed in the interviews; Despite of the respondents being both HR professionals, their ideas on the most important aspects of a job rotation program varied as they have experienced job rotation in different organizations. To summarize, the framework was found to be useful as an initial tool for creating a job rotation program, but its suggestions should not be adopted without considering the environment in question.

6.2 Implications for International Business

Today's business environment could be characterized as extremely hectic and unstable. To stay competent in this environment, businesses have had to become more flexible than ever before. Organizational flexibility has been acquired through faster production stages and logistics, but only fairly recently businesses have come to realize that organizational flexibility is actually located in the employees. By having skilled

employees who can manage different tasks, demands and environments, businesses can truly utilize their resources efficiently. In order to have flexible labor, various HR practices and job designs have emerged. One of the most useful job designs to increase the flexibility of the employees is job rotation. However, the research results have been scattered and interpreted in a fairly unpractical manner.

With the use of a job rotation framework, businesses can understand the large concept of job rotation better and recognize the different aspects and dimensions that should be taken into account when designing a job rotation program. It can be used as a tool that helps the user to consider job rotation in a more holistic and objective way. In addition, having a framework available also saves the research time remarkably as the framework already covers the main findings from the relevant literature. The Job Rotation Framework can be utilized by businesses to help them consider what practices should be adopted in their specific job rotation program.

6.2 Limitations of Research

The thesis and its research faced several limitations that might affect the quality of the findings. Firstly, the first version of the Job Rotation Framework was assembled with secondary data gathered from existing literature. This method might have had several weaknesses. The information is limited and the results contradicting in some areas, like on the Motivation Increasing Theory by Ortega (2001) and using job rotation to increase technical skills and knowledge. And as the information in the Job Rotation Framework has sometimes been deducted from prior research findings, there might be some interpretation errors.

Secondly, the primary data might have created some bias to the research results of this thesis as well. The primary data was gathered only from two HR professionals and thus the feedback cannot address all the problems, errors and deficiencies that the Job Rotation Framework has. Even though the data resources were professionals in the field which added quality to the results, their demographic similarity might have resulted in more similar feedback as well than it otherwise would have been. Moreover, the interview questions were missing some important questions that were now left unanswered. It was only asked in the questions if the framework addresses the most important aspects of job rotation, but the question did not cover the issue whether the

Job Rotation Framework would actually offer guidance for considering all of the most relevant aspects of job rotation.

In addition to the data collected, there is also the possibility that the research results have been presented falsely in the actual framework. The Job Rotation Framework attempts to represent the connections and interaction between the constructs, and some of the connections might have been interpreted wrong from the literature. The visual presentation of the information might not be clear to other users of the framework. Also, trying to summarize complicated information into the framework has its own risks.

6.4 Suggestions for Future Research

The purpose of this thesis was to create a wide job rotation framework that would offer a holistic view over the job rotation considerations, objectives and suggestions. As it turned out, the task was more complicated than expected. The research limitations and other problems might have affected the results falsely and more work is needed in order to create a Job Rotation Framework that would be truly accurate.

Future research is also needed in several areas of job rotation that are lacking information and where the results are contradicting. Some of the somewhat unclear areas were, for example, prior performance and its effect on job rotation performance, the debate on whether job rotation can be vertical or not and the usage of job rotation for improving the technical skills of the rotatee. The literature is still lacking meta-analysis on job rotation and studies that would introduce the aspects included in job rotation as a whole. Finally, the research results should be interpreted in a more practical way.

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APPENDICES

Appendix 1 Interview on the Job Rotation Framework

This e-mail interview is conducted as a part of my bachelor's thesis at Aalto University. The purpose of this interview is to collect information and feedback on the established Job Rotation Framework that is based on the current findings of the literature in the field. The responses will be used to modify and develop the Framework further. All the information gathered through this interview will be treated confidentially and anonymously in the bachelor's thesis.

Since the interview is conducted through e-mail, you can edit your answers multiple times and use exactly the time you want or can for the questions. I know your time is valuable and I am extremely thankful for your help. I highly appreciate your input!

If you have any questions regarding the interview, do not hesitate to contact me via senni.alho@aalto.fi.

I have read the informed consent and have had the opportunity to ask questions. I understand that I can withdraw from this study with no negative effects. My responses confirm my ongoing consent.

Job Rotation Framework

The First Version

Instructions for use:

The rows of the Job Rotation Framework treat the four different aspects that need to be considered before creating a job rotation program, which are external conditions, working conditions, rotatee conditions and management conditions. These areas are lightly covered with respect to current literature's findings and recommendations for a job rotation program. Sometimes, however, the recommendations vary depending on the desired outcome of job rotation. Therefore, the Framework has three different columns that allow the user to analyze the aspects of job rotation from the perspective of employer learning, employee learning and increasing motivation objectives. The recommendations that are written in black are general suggestions and thus applicable with every objective, whereas the recommendations written in blue are specific to a certain objective.

The words that are marked with an asterisk (*) are defined in a Glossary at the end of the Framework.

		Objectives		
Considerations		Employer Learning	Employee Learning	Increasing Motivation
	External Conditions	<i>Legislation:</i> <ul style="list-style-type: none"> Job rotation* (JR) program needs to consider the legislation and the practices of labor unions Protection against dismissal legislation, restrictions on the contract duration & regulations for further training affect JR possibilities the most Type of rotation and compensation also often determined by law. <i>Finance:</i> <ul style="list-style-type: none"> Financial support for JR (as a further training method) from the state or from the European Commission possible in many countries. 	<i>Legislation:</i> <ul style="list-style-type: none"> Job rotation (JR) program needs to consider the legislation and the practices of labor unions Protection against dismissal legislation, restrictions on the contract duration & regulations for further training affect JR possibilities the most Type of rotation and compensation also often determined by law. <i>Finance:</i> <ul style="list-style-type: none"> Financial support for JR (as a further training method) from the state or from the European Commission possible in many countries. 	<i>Legislation:</i> <ul style="list-style-type: none"> Job rotation (JR) program needs to consider the legislation and the practices of labor unions Protection against dismissal legislation, restrictions on the contract duration & regulations for further training affect JR possibilities the most Type of rotation and compensation also often determined by law. <i>Finance:</i> <ul style="list-style-type: none"> Financial support for JR (as a further training method) from the state or from the European Commission possible in many countries.

		Employer Learning	Employee Learning	Increasing Motivation
	Working Conditions	<p><i>Job:</i></p> <ul style="list-style-type: none">Cross-functional rotation* is the most effective form of rotation when knowledge spread, interdepartmental cooperation or information on employee's competencies is pursued. <p><i>Schedule:</i></p> <ul style="list-style-type: none">Optimizing rotation length: Too long results in forgetting the old skills, too short does not allow to fully utilize the new skills.Optimizing the number of rotations: More rotations result in having a holistic view of the organization, less rotations allow the rotatee* to acquire expertise in the tasks.Repetition should be avoided when the tasks are physically stressful. <p><i>Organizational Culture</i></p> <ul style="list-style-type: none">JR particularly useful in larger organizations when employer learning is pursued.Having an organizational culture with higher feminine and lower uncertainty avoidance dimensions (Hofstede) facilitates the adoption of JR.Vertical and flexible organizational structures also support the adoption of JR.JR a useful practice for organizations where knowledge is a competitive advantage.	<p><i>Job:</i></p> <ul style="list-style-type: none">Within-function rotation* is suitable for obtaining specific or technical skills, cross-functional rotation for managerial skills and holistic organizational understanding. <p><i>Schedule:</i></p> <ul style="list-style-type: none">Optimizing rotation length: Too long results in forgetting the old skills, too short does not allow to fully utilize the new skills.Optimizing the number of rotations: More rotations result in having a holistic view of the organization, less rotations allow the rotatee to acquire expertise in the tasks.Repetition should be avoided when the tasks are physically stressful. <p><i>Organizational Culture</i></p> <ul style="list-style-type: none">Having an organizational culture with higher feminine and lower uncertainty avoidance dimensions (Hofstede) facilitates the adoption of JR.Vertical and flexible organizational structures also support the adoption of JR.JR is a useful practice for organizations where knowledge is a competitive advantage.	<p><i>Job:</i></p> <ul style="list-style-type: none">Autonomy and responsibility are the most important factors in work that increase job satisfaction and motivation. <p><i>Schedule:</i></p> <ul style="list-style-type: none">Optimizing rotation length: Too long results in forgetting the old skills, too short does not allow to fully utilize the new skills.Optimizing the number of rotations: More rotations result in having a holistic view of the organization, less rotations allow the rotatee to acquire expertise in the tasks.Repetition should be avoided when the tasks are physically stressful. <p><i>Organizational Culture</i></p> <ul style="list-style-type: none">Having an organizational culture with higher feminine and lower uncertainty avoidance dimensions (Hofstede) facilitates the adoption of JR.Vertical and flexible organizational structures also support the adoption of JR.JR also a useful practice for organizations where knowledge is a competitive advantage.
	Rotatee Conditions	<p><i>Knowledge, Skills & Capability:</i></p> <ul style="list-style-type: none">More beneficial to rotate new employees when information on their abilities is needed.Rotatee's ability to acquire new skills is the most important requirement.The selection criteria for rotatees should be systematic and holistic.	<p><i>Knowledge, Skills & Capability:</i></p> <ul style="list-style-type: none">Employees with higher learning goal orientation gain more benefits from JR like competencies, skills and knowledge.Rotatee's ability to acquire new skills is the most important requirement.The selection criteria for rotatees should be systematic and holistic.	<p><i>Knowledge, Skills & Capability:</i></p> <ul style="list-style-type: none">Rotatee's ability to acquire new skills is the most important requirement.The selection criteria for rotatees should be systematic and holistic.Physical capability must be considered with different tasks in order to prevent physical stress and injuries.

		Employer Learning	Employee Learning	Increasing Motivation
		<ul style="list-style-type: none"> Physical capability must be considered with different tasks in order to prevent physical stress and injuries. <p><i>Willingness & Motivation:</i></p> <ul style="list-style-type: none"> Voluntary participation in a JR program reduces employee turnover. The main motives for employees to rotate were immaterial gains, such as skills and status, and financial benefits (in EU). <p><i>Prior Performance:</i></p> <ul style="list-style-type: none"> Lower performers* can be rotated when information on their skills for optimal placement is pursued. 	<ul style="list-style-type: none"> Physical capability must be considered with different tasks in order to prevent physical stress and injuries. <p><i>Willingness & Motivation:</i></p> <ul style="list-style-type: none"> Rotatee has to be motivated and committed to the goals of the program in order to acquire new skills effectively. Voluntary participation in a JR program reduces employee turnover. The main motives for employees to rotate are immaterial gains, such as skills and status, and financial benefits (in EU). <p><i>Prior Performance:</i></p> <ul style="list-style-type: none"> When fast employee learning is pursued high performers* should be rotated, as they performed equally well after cross-functional rotation and even better than before after within-function rotation. 	<p><i>Willingness & Motivation:</i></p> <ul style="list-style-type: none"> Participation in a JR program has to be voluntary in order to increase the motivation of the employee. Voluntary participation in a JR program reduces employee turnover. The main motives for employees to rotate are immaterial gains, such as skills and status, and financial benefits (in EU). <p><i>Prior Performance:</i></p> <ul style="list-style-type: none"> Both employees with higher and lower performance can be rotated when motivation increase is pursued.
	Management Conditions	<p><i>Planning:</i></p> <ul style="list-style-type: none"> Plan should balance the needs of the organization, rotatee's wishes and the direct and indirect costs of rotation. Established and clear goals are needed for performance evaluation. Planning and stage management should be done by HR professionals. <p><i>Compensation:</i></p> <ul style="list-style-type: none"> When information gathering is pursued, the quality of reporting must be taken into account in the compensation. Rewarding structure solely based on department performance might result in talent hoarding or lack of interest to rotate. 	<p><i>Planning:</i></p> <ul style="list-style-type: none"> Rotation more useful for acquiring managerial skills than technical knowledge. Plan should balance the needs of the organization, rotatee's wishes and the direct and indirect costs of rotation. Established and clear goals are needed for performance evaluation. Planning and stage management should be done by HR professionals. <p><i>Compensation:</i></p> <ul style="list-style-type: none"> Pay plans based on employee's skill repertoire encourages the rotatee to develop a wide set of skills. Rewarding structure solely based on department performance might result in talent hoarding or lack of interest to rotate. 	<p><i>Planning:</i></p> <ul style="list-style-type: none"> The interests of the rotatee and the organization need to be aligned for the program to motivate. Plan should balance the needs of the organization, rotatee's wishes and the direct and indirect costs of rotation. Established and clear goals are needed for performance evaluation. Planning and stage management should be done by HR professionals. <p><i>Compensation:</i></p> <ul style="list-style-type: none"> Performance pay is suggested but it should take into account several factors, like the functional distance and difficulty of the task. Rewarding structure solely based on department performance might result in talent hoarding or lack of interest to rotate.

		<ul style="list-style-type: none"> Suggested that if the program brings high personal value for the rotatee, he/she can partly share the costs of the program by not receiving the highest possible salary. <p><i>Training & Support:</i></p> <ul style="list-style-type: none"> Training should be provided for everyone involved in the JR program. Having a different mentor to coach and support with each task widens the perspectives of the rotatee. Supportive HR practices, like shadowing and team work, facilitate rotatee's adaption process. The implementation of the program should to be flexible yet structured. <p><i>Communication & Information Gathering:</i></p> <ul style="list-style-type: none"> Two-way communication that includes discussing needs, doubts and expectations of the rotatee and the organization. The most relevant information and agreements should exist in a written form. Diverse information gathering through reports and discussions with the rotatee, mentors and coworkers. 	<ul style="list-style-type: none"> Suggested that if the program brings high personal value for the rotatee, he/she can partly share the costs of the program by not receiving the highest possible salary. <p><i>Training & Support:</i></p> <ul style="list-style-type: none"> Training should be provided for everyone involved in the JR program. Having a different mentor to coach and support with each task widens the perspectives of the rotatee. Supportive HR practices, like shadowing and team work, facilitate rotatee's adaption process. The implementation of the program should to be flexible yet structured. <p><i>Communication & Information Gathering:</i></p> <ul style="list-style-type: none"> Two-way communication that includes discussing needs, doubts and expectations of the rotatee and the organization. The most relevant information and agreements should exist in a written form. Diverse information gathering through reports and discussions with the rotatee, mentors and coworkers. 	<ul style="list-style-type: none"> Suggested that if the program brings high personal value for the rotatee, he/she can partly share the costs of the program by not receiving the highest possible salary. <p><i>Training & Support:</i></p> <ul style="list-style-type: none"> Training should be provided for everyone involved in the JR program. Having a different mentor to coach and support with each task widens the perspectives of the rotatee. Supportive HR practices, like shadowing and team work, facilitate rotatee's adaption process. The implementation of the program should to be flexible yet structured. <p><i>Communication & Information Gathering:</i></p> <ul style="list-style-type: none"> Feedback on rotatee's performance is necessary for motivation increase. Two-way communication that includes discussing needs, doubts and expectations of the rotatee and the organization. The most relevant information and agreements should exist in a written form. Diverse information gathering through reports and discussions with the rotatee, mentors and coworkers.
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Glossary

**Job rotation (JR):* "...the planned movement of people between jobs over a period of time" (Bennett, 2003: 7).

**Rotatee:* An employee being rotated to different jobs.

**Cross-functional rotation:* A move to a position where the new tasks are performed in a different operational or functional area of the organization than the previous ones. For example, a move from manufacturing to sales.

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**Lower performers:* Employees who have performed inferior in their job compared to an average colleague.

The Interview Questions	
1.	Please, briefly describe what field you are in and what your work consists of.
1.	
2.	Were you familiar with the job rotation concept before this interview?
2.	
3.	Have you encountered job rotation in your work?
3.	
4.	In your opinion, does the framework address all the most essential aspects of job rotation?
4.	
5.	Is it easily understandable?
5.	
6.	How would you improve the readability of the framework?
6.	
7.	How would comment the content of the framework?
	7.1 What things are in contrast with your own experiences/ideas?
7.1	
	7.2 What things do you especially agree with?
7.2	
	7.3 Open comments (For example, should something be added, changed or removed?)
7.3	

Appendix 2

Modified Job Rotation Framework

Instructions for use:

This framework is to be used as an initial tool for organizations which helps the user to acknowledge the different aspects of job rotation and identify which considerations require further examination in their situation.

The rows of the Job Rotation Framework treat the four different aspects that need to be considered before creating a job rotation program, which are external conditions, working conditions, rotatee conditions and management conditions. These areas are lightly covered with respect to current literature's findings and recommendations for a job rotation program. Sometimes, however, the recommendations vary depending on the desired outcome of job rotation. Therefore, the Framework has three different columns that allow the user to analyze the aspects of job rotation from the perspective of employer learning, employee learning and increasing motivation objectives. The recommendations that are written under every objective are general suggestions and thus applicable with all of them, whereas the recommendations written in blue and only under a certain objective are specific to that goal.

The words that are marked with an asterisk (*) are defined in a Glossary at the end of the Framework.

		Objectives		
		Employer Learning	Employee Learning	Increasing Motivation
	External Conditions	<i>Legislation</i> <ul style="list-style-type: none"> Job rotation* (JR) program needs to consider the legislation and the practices of labor unions Protection against dismissal legislation, restrictions on the contract duration & regulations for further training affect JR possibilities the most Type of rotation and compensation also often determined by law. 		
		<i>Finance</i> <ul style="list-style-type: none"> Financial support for JR (as a further training method) from the state or from the European Commission possible in many countries. 		
Considerations	Working Conditions	<i>Schedule:</i> <ul style="list-style-type: none"> Optimizing rotation length: Too long results in forgetting the old skills, too short does not allow to fully utilize the new skills. Optimizing the number of rotations: More rotations result in having a holistic view of the organization, less rotations allow the rotatee* to acquire expertise in the tasks. Repetition should be avoided when the tasks are physically stressful. 		

		<ul style="list-style-type: none"> The schedule depends mostly on the needs of the organization. 		
		<p><i>Organizational Culture</i></p> <ul style="list-style-type: none"> Having an organizational culture with higher feminine and lower uncertainty avoidance dimensions (Hofstede) facilitates the adoption of JR. Vertical and flexible organizational structures also support the adoption of JR. JR a useful practice for organizations where knowledge is a competitive advantage. 		
		<ul style="list-style-type: none"> JR particularly useful in larger organizations when employer learning is pursued. 		
		<p><i>Job</i></p> <ul style="list-style-type: none"> Cross-functional rotation* is the most effective form of rotation when knowledge spread, interdepartmental cooperation or information on employee's competencies is pursued. 	<p><i>Job</i></p> <ul style="list-style-type: none"> Within-function rotation* is suitable for obtaining specific or technical skills, cross-functional rotation for managerial skills and holistic organizational understanding. 	<p><i>Job</i></p> <ul style="list-style-type: none"> Autonomy and responsibility are the most important factors in work that increase job satisfaction and motivation, can be increased by taking into account rotatee's ideas with JR program.
	Rotatee Conditions	<p><i>Knowledge, Skills & Capability</i></p> <ul style="list-style-type: none"> Rotatee's ability to acquire new skills is the most important requirement. The selection criteria for rotatees should be systematic and holistic. Physical capability must be considered with different tasks in order to prevent physical stress and injuries. 		
		<ul style="list-style-type: none"> More beneficial to rotate new employees when information on their abilities is needed. 	<ul style="list-style-type: none"> Employees with higher learning goal orientation gain more benefits from JR like competencies, skills and knowledge. 	
		<p><i>Willingness & Motivation</i></p> <ul style="list-style-type: none"> Voluntary participation in a JR program reduces employee turnover. The main motives for employees to rotate were immaterial gains, such as skills and status, and financial benefits (in EU). 		
			<ul style="list-style-type: none"> Rotatee has to be motivated and committed to the goals of the program in order to acquire new skills effectively. 	<ul style="list-style-type: none"> Participation in a JR program has to be voluntary in order to increase the motivation of the employee.
		<p><i>Prior Performance</i></p> <ul style="list-style-type: none"> Lower performers* can be rotated when information on their skills for optimal placement is pursued. 	<p><i>Prior Performance</i></p> <ul style="list-style-type: none"> When fast employee learning is pursued high performers* should be rotated, as they performed equally well after cross-functional rotation and even better than before after within-function rotation. 	<p><i>Prior Performance</i></p> <ul style="list-style-type: none"> Both employees with higher and lower performance can be rotated when motivation increase is pursued. Important to ensure that the rotatee understands that JR is not a degradation.

	Management Conditions	<i>Planning</i>		
		<ul style="list-style-type: none"> Plan should balance the needs of the organization, rotatee's wishes and the direct and indirect costs of rotation. Established and clear goals are needed for performance evaluation. Planning and stage management should be done by HR professionals. 		
			<ul style="list-style-type: none"> JR especially useful when the goal is to acquire managerial skills and organizational understanding. 	<ul style="list-style-type: none"> The interests of the rotatee and the organization need to be aligned for the program to motivate.
		<i>Compensation</i>		
		<ul style="list-style-type: none"> Rewarding structure solely based on department performance might result in talent hoarding or lack of interest to rotate. Suggested that if the program brings high personal value for the rotatee, he/she can partly share the costs of the program by not receiving the highest possible salary. 		
		<ul style="list-style-type: none"> When information gathering is pursued, the quality of reporting should be one factor that affects the amount of compensation paid. 	<ul style="list-style-type: none"> Pay plans based on employee's skill repertoire encourages the rotatee to develop a wide set of skills. 	<ul style="list-style-type: none"> Performance pay is suggested but it should take into account several factors, like the functional distance and difficulty of the task.
		<i>Training & Support</i>		
		<ul style="list-style-type: none"> JR receives more support from the department heads if the benefits of the program are communicated clearly enough. Training should be provided for everyone involved in the JR program. Having a different mentor to coach and support with each task widens the perspectives of the rotatee. Supportive HR practices, like shadowing and team work, facilitate rotatee's adaption process. The implementation of the program should to be flexible yet structured. 		
		<i>Communication & Information Gathering</i>		
		<ul style="list-style-type: none"> Two-way communication that includes discussing needs, doubts and expectations of the rotatee and the organization. Open communication through all the hierarchical levels. The most relevant information and agreements should exist in a written form. Diverse information gathering through reports and discussions with the rotatee, mentors and coworkers. 		
				<ul style="list-style-type: none"> Feedback on rotatee's performance is necessary for motivation increase.

Glossary

**Job rotation (JR)*: "...the planned movement of people between jobs over a period of time" (Bennett, 2003: 7).

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